



Carl D. Perkins Career and Technical Education Act

Consolidated Annual Report Summary Program Year 2015-16

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2015-16 is to provide useful information in a readable format about the outcome reporting requirements of the Carl D. Perkins Career and Technical Education Act.

Every state and territory that receives funding authorized by the Carl D. Perkins Career and Technical Education Act, herein referred to as the Act, must submit the Consolidated Annual Report (CAR) each year. The CAR submission is due by December 31 for any preceding program year, which encompasses the state fiscal year (July 1 – June 30). The CAR has three primary components: (1) Financial Status Report, (2) Narrative, and (3) Accountability. This CAR report summary encompasses relevant enrollment data, financial reports, and accountability outcomes, as reported to the U.S. Department of Education.

CTE Participation: The participation data included in this report includes disaggregated enrollments of CTE students in participating high schools, charter schools, and colleges. Overall participation counts consist of point-in-time enrollments, or the numbers and make-up of student populations enrolled in CTE courses at a specific point in time for which the data was drawn. As the information on the following pages shows, over 85,000 secondary and postsecondary students were enrolled in CTE coursework in the 2015-16 program year.

Accountability: The Act specifies specific areas of accountability for secondary and postsecondary education, commonly referred to as performance indicators. States' measurements for all performance indicators are first established against baseline data and, second, are negotiated on a state-by-state basis with U.S. Department of Education every two years to establish state-adjusted levels of performance for each indicator with the goal of increasing the performance rates for each indicator. The state-adjusted levels of performance are referred to as Target Levels in this report. States must meet the levels of performance (within 90 percent) for each indicator. State improvement plans must be implemented for any performance indicator measurement not met in any program year.

The performance indicators for secondary education measure:

- ☐ Academic attainment
- ☐ Technical skill attainment
- ☐ School completion rates
- ☐ Graduation rates
- ☐ Student placement
- ☐ Participation in programs leading to nontraditional training and employment
- ☐ Completion of programs leading to nontraditional training and employment

The performance indicators for postsecondary education measure:

- ☐ Technical skill attainment
- ☐ Acquisition of credentials, certificates, or degrees
- ☐ Student retention or transfer
- ☐ Student placement
- ☐ Participation in programs leading to nontraditional training and employment
- ☐ Completion of programs leading to nontraditional training and employment

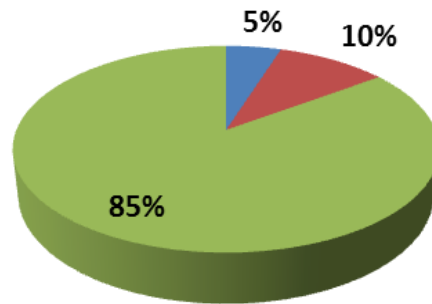
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Financial Status Reports: The Financial Status Report (FSR) consists of two reports, the Interim FSR and the Final FSR. Since each federal award for each program year authorizes funding for twenty-seven (27) months, the Interim FSR verifies expenditures for the initial time period a particular award is in effect while the Final FSR verifies state expenditures for the final time period a particular award is in effect. Essentially, within the same program year, a state will report on the “final” expenditures for an award that expires on September 30 (at the conclusion of a twenty-seven month time period) and will report the “initial” expenditures for an award that began on July 1 of the same program year.

The overarching purpose of the FSR is to validate that funds were expended within the allowable thresholds for state administration, state leadership, and local formula funds.

Within State Fund Allocations

■ State Administration ■ State Leadership ■ Local Funds



The Act permits states to “split” the local formula funds (85% of total) between secondary and postsecondary education at percentages each state believes best to serve its students. In Nevada, secondary education receives sixty-eight (68) percent of the local formula funds and postsecondary education receives thirty (32) percent of the local formula funds. The Act further allows states to establish a “reserve” fund that may comprise up to ten (10) percent of the local formula funds. The monies in the reserve fund must be allocated to eligible local entities, albeit outside of the required formulas such as through a competitive grant process or other means to further the goals of the Act.

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Career and Technical Education Participation

There are two major descriptors of a Career and Technical Education student: a CTE participant and a CTE concentrator. CTE participants and concentrators both at the secondary and postsecondary levels are used in different calculations for the CAR reporting requirements. At the secondary (high school) level, a CTE participant is a student who has earned one (1) or more credits in any CTE course, whereas a CTE concentrator is a secondary student who has earned two (2) or more credits in a single CTE program area. At the postsecondary (college) level, a CTE participant is a postsecondary adult student who has earned one (1) or more credits in any Career and Technical Education (CTE) program area. A postsecondary concentrator is an adult student who: (1) Completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or degree; or (2) Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Total Participation

CTE offers programs both at the secondary (high school) and postsecondary (college) levels. CTE participation at the high school level is on the rise while college level remains relatively stable. High school CTE participation shows an increasing trend (+2.7%) in 2014-2015 and (+11.9%) in 2015-2016 with an overall (+14.9%) increase in CTE participation over the three/year period. College CTE participation shows a decreasing trend (-3.3%) in 2014-2015 and (-16.0%) in 2015-2016 with an overall (-18.8%) decrease in CTE participation over the three/year period.

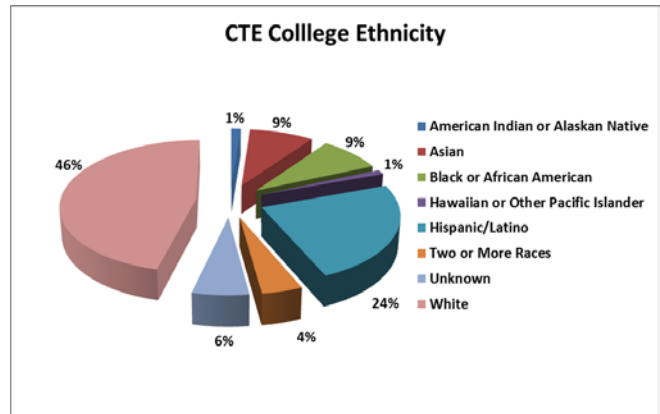
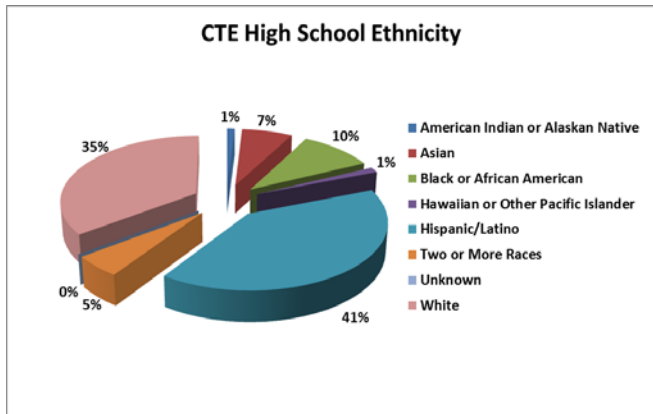
CTE High School Participation	2013-14	2014-15	2015-16
Total Participation	55,076	56,544	63,294
Males	55%	55%	55%
Females	45%	45%	45%

CTE College Participation	2013-14	2014-15	2015-16
Total Participation	27,265	26,357	22,127
Males	51%	49%	48%
Females	49%	51%	52%

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Participation by Race/Ethnicity

Hispanics/Latinos make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic/Latino make up 41% of students in high school CTE programs and 24% in college CTE programs. Hispanic/Latino students have exceeded the participation of all other sub-groups at the high school level, including white students for the past two years.



Participation by Special Populations

Of the special populations sub-categories, CTE students who fall under the category of economically disadvantaged represent the largest group of special populations students at the high school level, followed by nontraditional enrollees (males or females enrolled in nontraditional career pathways for their gender), students with disabilities, and limited English proficient. Similar to the high school level, economically disadvantaged represent the largest group of special populations of CTE college students, followed by nontraditional students, students with limited English proficiency, individuals with disabilities, and displaced homemakers.

High School CTE Special Populations	# Participants
Economically Disadvantaged	31,877
Nontraditional Enrollees	13,225
Disability Status (ESEA/IDEA)	5,392
Limited English Proficient	4,991

College CTE Special Populations	# Participants
Economically Disadvantaged	5,739
Nontraditional Enrollees	3,796
Limited English Proficient	555
Individuals With Disabilities (ADA)	489
Displaced Homemakers	74

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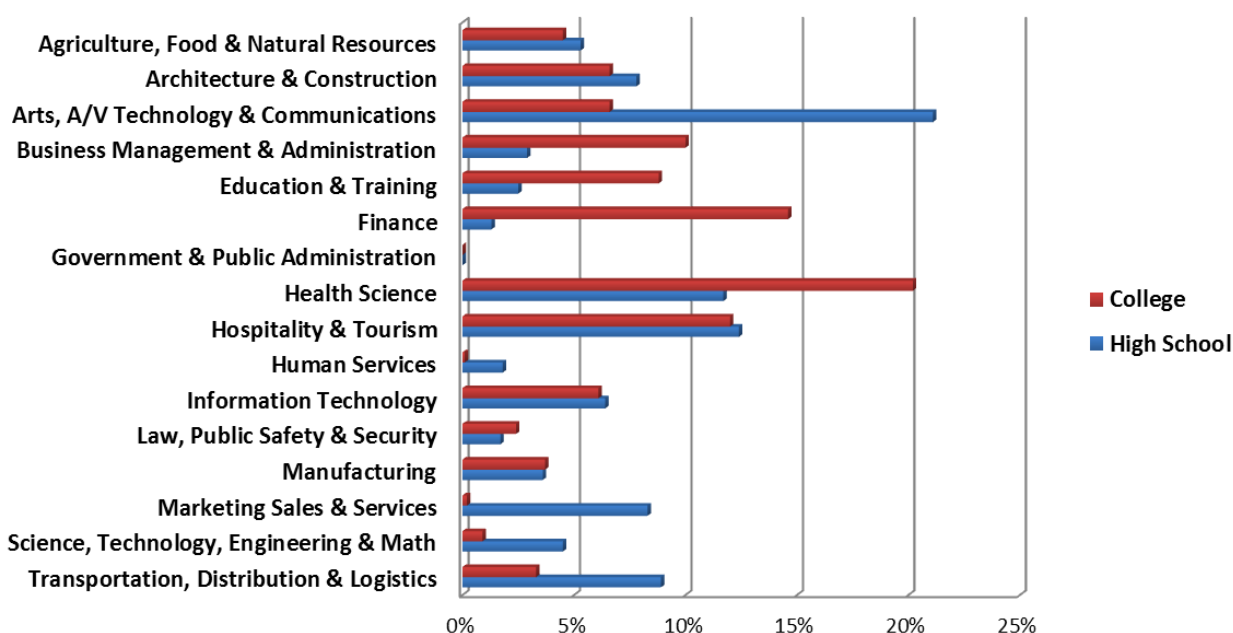
Program Clusters (CTE Concentrators)

Both high school and college CTE career pathways are organized in 16 distinct career clusters. At the high school level, the largest concentrator enrollment occurs in Arts, A/V Technology & Communications (21.1%), followed by Hospitality & Tourism (12.4%), and Health Science (11.7%). At the college level the largest concentrator enrollment occurs in Health Science (20.2%), followed Finance (14.6%), and Hospitality & Tourism (12.0%). A comparison of secondary and postsecondary enrollments by career cluster is shown below.

Career Clusters	High School	% Enrolled	College	% Enrolled
Agriculture, Food & Natural Resources	1,342	5.3%	653	4.5%
Architecture & Construction	1,995	7.8%	957	6.6%
Arts, A/V Technology & Communications	5,382	21.1%	957	6.6%
Business Management & Administration	748	2.9%	1,456	10.0%
Education & Training	632	2.5%	1,290	8.8%
Finance	320	1.3%	2,126	14.6%
Government & Public Administration*	---	---	4	0.0%
Health Science	3,000	11.7%	2,952	20.2%
Hospitality & Tourism	3,155	12.4%	1,755	12.0%
Human Services	461	1.8%	8	0.1%
Information Technology	1,629	6.4%	895	6.1%
Law, Public Safety & Security	424	1.7%	353	2.4%
Manufacturing	923	3.6%	539	3.7%
Marketing Sales & Services	2,124	8.3%	28	0.2%
Science, Technology, Engineering & Math	1,146	4.5%	134	0.9%
Transportation, Distribution & Logistics	2,274	8.9%	481	3.3%

* Government & Public Administration is only offered at the postsecondary (college) level

CTE Concentrator Enrollment by Program Cluster College vs. High School



CTE Performance Indicators

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The Act requires each Career & Technical Education (CTE) program to use certain quantitative measures to monitor the quality of CTE programs at the secondary and postsecondary levels. These measures are called Performance Indicators and consider academic and technical performance, graduation rates, post-graduation employment placement, and nontraditional program participation and completion. CTE participants and concentrators at the secondary and postsecondary levels are used in different calculations of the performance indicators for the CAR reporting requirements. Target levels are set for both secondary and postsecondary performance that must be met on an annual basis for the reporting year; secondary and postsecondary institutions are required to meet or exceed agreed upon target levels on an annual basis. Failure to meet at least 90 percent of any target level requires the implementation of improvement plans to identify performance gaps between disaggregated populations as well as the development of state and local improvement plans to address and apply strategies to increase overall performance to meet target levels.

Secondary CTE Performance Indicators

Secondary performance indicators examine CTE student performance on statewide reading/language arts and mathematics assessments (End-of-Course exams), pass rates for CTE end-of-program assessments, school completion, graduation rates, post-graduation placement (employment, college, or military service) and participation and completion of career paths in nontraditional fields (e.g., engineering for females, nursing for males etc.).

Secondary Performance Indicators	Target Level
1S1 Academic Attainment Reading/Language Arts	85.00%
1S2 Academic Attainment Mathematics	84.50%
2S1 Technical Skill Attainment	48.00%
3S1 School Completion (Secondary Diploma/HSE)	92.50%
4S1 Student Graduation Rates	72.00%
5S1 Secondary Placement (Employment/Military)	95.50%
6S1 Nontraditional Participation	33.50%
6S2 Completion of Nontraditional Programs	25.00%

Postsecondary CTE Performance Indicators

Postsecondary performance indicators examine student performance in CTE college courses, program completion leading to a credential/certificate/degree, student retention rates, post-graduation placement (work force, college, or military service) and participation and completion of career paths in non-traditional fields (e.g., engineering for females, nursing for males etc.).

Postsecondary Performance Indicators	Target Level
1P1 - Technical Skill Attainment	90.00%
2P1 - Degree or Credential	55.00%
3P1 - Student Retention or Transfer	57.00%
4P1 - Student Placement (Employment/Military)	92.50%
5P1 - Participation in Nontraditional Programs	30.62%
5P2 - Completion of Nontraditional Programs	22.00%

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CTE High School Performance Data

1S1: Secondary Attainment of Academic Skills - Reading/Language Arts

[No Data Reported for 2015-16]*

1S2: Secondary Attainment of Academic Skills - Mathematics

[No Data Reported for 2015-16]*

The 1S1 and 1S2 performance indicators previously measured the number of CTE 11th grade concentrators who met the proficient or advanced level on the statewide High School Proficiency Exams (HSPE) for reading language arts and mathematics. Beginning with the graduating class of 2017, Nevada's End of Course (EOC) examinations have taken the place of the High School Proficiency Examination (HSPE) as a measurement of academic attainment. The classes of 2017 and 2018 are required to PARTICIPATE only in four EOC examinations and PASS the associated aligned courses in order to be graduation eligible. There is currently no requirement to PASS the EOC examinations, thus no data was reported in the CAR for the 2015-16 reporting year. For the class of 2019 and beyond, students will need to PASS the EOC examinations as a requirement for graduation.

*The Nevada Department of Education received approval for a long-term renewal of the State's 2012 ESEA Flexibility Waiver. Renewal of the Waiver through the School Year 2017-2018 permits flexibility with required student assessment reporting while the state continues to pursue its reform agenda with the goal of college and career readiness for all Nevada students. The 1S1 and 1S2 indicators are calculated on pass rates for CTE 11th grade concentrators on state performance assessments. Since the current EOC's require participation only (no current requirement to pass), the Office of Career, Technical, and Adult Education (OCTAE) U.S. Department of Education has permitted Nevada flexibility in aligning the 1S1 and 1S2 secondary attainment of academic skills for reading/language arts and mathematics to the state's End of Course examinations (EOC). This process will require new definitions of the core indicator numerator and denominator and negotiated target levels.

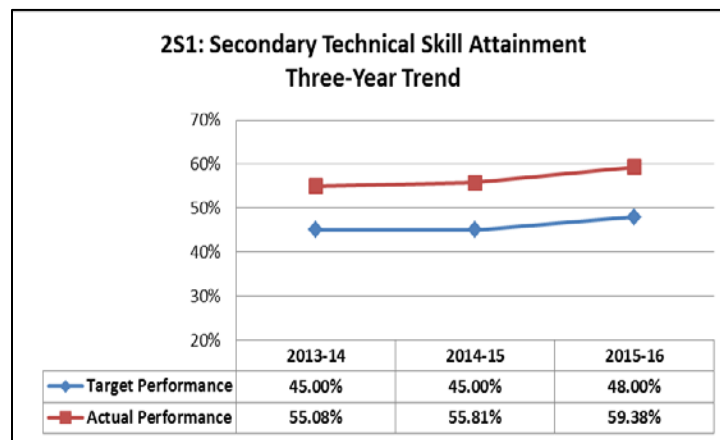
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2S1: Secondary Technical Skill Attainment

The 2S1 performance indicator measures the number of CTE concentrators who have completed a CTE program and have passed the state approved end-of-program technical assessment. For the past three years, CTE students have consistently exceeded the target standard for end-of-program assessments, with an increasing trend of steady improvement over the three-year period.

Results for State Level CTE High School Technical Skill Attainment 2015-16

Number of Concentrators Passing End of Program Assessment	Number of Concentrators Tested	State Target Level of Performance	Actual Level of Performance	Met Target Level
3,724	6,271	48.00%	59.38%	Exceeds Target



Results for District Level CTE High School Technical Skill Attainment 2015-16

District ^{*1}	Numerator	Denominator	Actual Performance	State Target (48.00%)
Churchill	33	49	67.35%	E
Clark	2,810	4,898	57.37%	E
Douglas	30	50	60.00%	E
Elko	136	220	61.82%	E
Eureka	<i>n</i>	<i>n</i>	28.57%	D
Humboldt	47	64	73.44%	E
Lander	<i>n</i>	<i>n</i>	75.00%	E
Lincoln	10	17	58.82%	E
Lyon	73	133	54.89%	E
Mineral	--	--	--	--
Nye	51	104	49.04%	E
Carson	108	163	66.26%	E
Pershing	<i>n</i>	<i>n</i>	100.00%	E
Washoe	401	523	76.67%	E
White Pine	19	38	50.00%	E

^{*1} Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

n= numbers <10 suppressed per FERPA reporting requirements

-- no data reported from Edfacts (Mineral County had no students taking End-of-Program assessments for 2015-16)

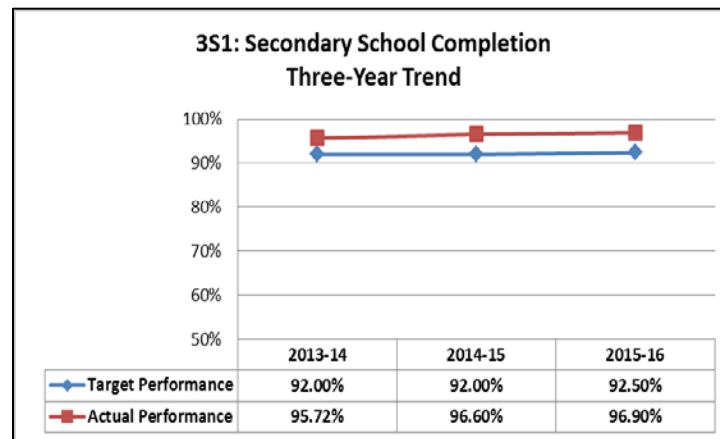
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3S1: Secondary School Completion (Secondary Diploma / High School Equivalency)

The 3S1 performance indicator measures the number of 12th grade CTE students who have earned an advanced, standard, or adult diploma or Certificate of High School Equivalency (HSE) with a CTE endorsement during the reporting year. For the past three years CTE students have consistently exceeded the target standard for school completion.

Results for State Level CTE High School Completion 2015-16

Number of Concentrators Earning a Diploma or HSE with CTE Endorsement	Number of 12 th Grade Concentrators Completing a CTE Program	State Target Level of Performance	Actual Level of Performance	Met Target Level
2,872	2,964	92.50%	96.90%	Exceeds Target



Results for District Level CTE High School Completion 2015-16

District* ¹	Numerator	Denominator	Actual Performance	State Target (92.50%)
Churchill	29	29	100.00%	E
Clark	2,153	2,177	98.90%	E
Douglas	47	48	97.92%	E
Elko	84	87	96.55%	E
Eureka	<i>n</i>	<i>n</i>	100.00%	E
Humboldt	15	15	100.00%	E
Lander	<i>n</i>	<i>n</i>	100.00%	E
Lincoln	<i>n</i>	<i>n</i>	100.00%	E
Lyon	60	60	100.00%	E
Mineral	--	--	--	--
Nye	28	30	93.33%	E
Carson	77	77	100.00%	E
Pershing	<i>n</i>	<i>n</i>	100.00%	E
Washoe	320	327	97.86%	E
White Pine	<i>n</i>	<i>n</i>	85.71%	E

*¹ Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

n= numbers <10 suppressed per FERPA reporting requirements

-- no data reported from Edfacts

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4S1: Secondary Student Graduation Rates

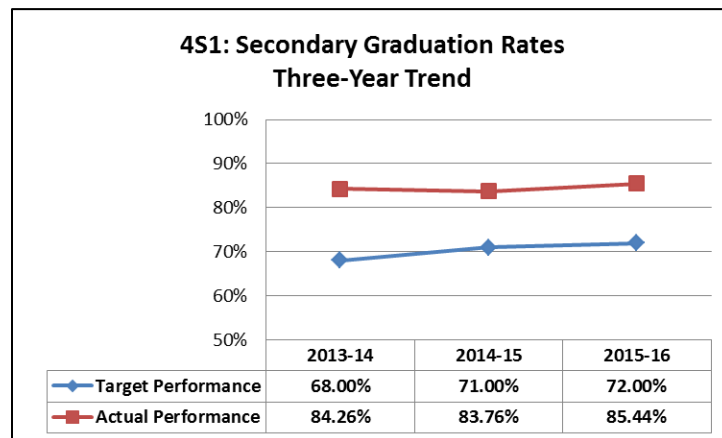
The 4S1 performance indicator measures the number of concentrators completing a CTE program of study who have earned an advanced, standard, or adult diploma or Certificate of High School Equivalency (HSE) during the reporting year. For the past three years CTE students have consistently exceeded the graduation rate target standard.

Results for State Level CTE High School Graduation Rate 2015-16

Number of CTE Concentrators Completing a CTE Program who Earned a Secondary Diploma/HSE	Number of 12 th Grade CTE Concentrators Completing a CTE Program	State Target Level of Performance	Actual Level of Performance	Met Target Level
9,874 ¹	11,556 ²	72.00%	85.44%	Exceeds Target

¹ State computation of graduation rate as described in Section 1111(b)(C)(vi) of the ESEA

² State computation of graduation rate as defined in the State Consolidated Accountability Plan



Results for District Level CTE High School Graduation Rate 2015-16

District ^{*1}	Numerator	Denominator	Actual Performance	State Target (72.00%)
Churchill	117	160	73.13%	E
Clark	7,177	8,372	85.73%	E
Douglas	162	175	92.57%	E
Elko	338	379	89.18%	E
Eureka	14	14	100.00%	E
Humboldt	119	151	78.81%	E
Lander	18	18	100.00%	E
Lincoln	16	21	76.19%	E
Lyon	232	252	92.06%	E
Mineral	11	14	78.57%	E
Nye	186	229	81.22%	E
Carson	274	305	89.84%	E
Pershing	22	23	95.65%	E
Washoe	949	1,068	88.86%	E
White Pine	41	47	87.23%	E

^{*1} Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

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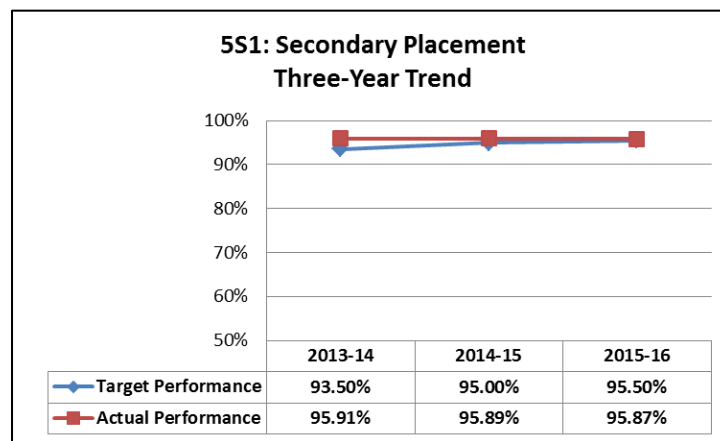
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5S1: Secondary Placement

The 5S1 performance indicator measures the number of CTE graduates that were placed in post-secondary education, military service, or employment six months after graduation. Placement is measured by the number of students who respond to employment surveys sent out by local education agencies. Based on survey responses, secondary employment for CTE students remains high six months after graduation.

Results for State Level CTE Secondary Placement 2015-16

Number of CTE Program Completers in College, Military or Employment	Number of CTE Placement Survey Respondents	State Target Level of Performance	Actual Level of Performance	Met Target Level
1,531*	1,597	95.50%	95.87%	Exceeds Target
*Employment (780), Military Service (81), Attending College (670)				



Results for District Level CTE Secondary Placement 2015-16

District ^{*1}	Numerator	Denominator	Actual Performance	State Target (95.50%)
Churchill	--	--	--	--
Clark	969	1,023	94.72%	D
Douglas	14	14	100.00%	E
Elko	149	152	98.03%	E
Eureka	<i>n</i>	<i>n</i>	100.00%	E
Humboldt	34	35	97.14%	E
Lander	<i>n</i>	<i>n</i>	100.00%	E
Lincoln	<i>n</i>	<i>n</i>	75.00%	D
Lyon	17	17	100.00%	E
Mineral	<i>n</i>	<i>n</i>	100.00%	E
Nye	15	15	100.00%	E
Carson	67	69	97.10%	E
Pershing	<i>n</i>	<i>n</i>	100.00%	E
Washoe	223	226	98.67%	E
White Pine	21	22	95.45%	D

^{*1} Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

n= numbers <10 suppressed per FERPA reporting requirements

-- no data reported from Edfacts (Churchill County did not report placement data for 2015-16)

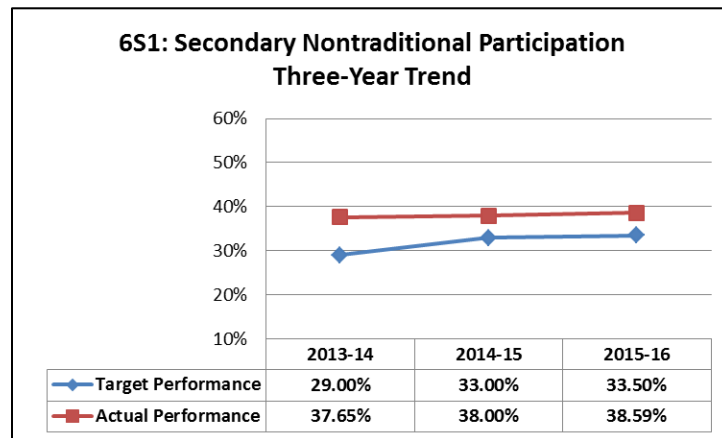
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6S1: Secondary Nontraditional Participation

The 6S1 performance indicator measures the number of CTE nontraditional participants (by gender) who enrolled in CTE courses leading to employment in nontraditional fields. For the past three years CTE secondary students have exceeded the nontraditional participation rate target standard.

Results for State Level CTE High School Nontraditional Participation 2015-16

Number of Participants from Underrepresented Genders Enrolled in Nontraditional Programs	Number of Participants Enrolled in Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
11,700	30,317	33.50%	38.59%	Exceeds Target



Results for District Level CTE High School Nontraditional Participation 2015-16

District ^{*1}	Numerator	Denominator	Actual Performance	State Target (33.50%)
Churchill	211	499	42.28%	E
Clark	8,980	22,244	40.37%	E
Douglas	163	506	32.21%	D
Elko	424	1,120	37.86%	E
Eureka	19	44	43.18%	E
Humboldt	95	416	22.84%	D
Lander	15	58	25.86%	D
Lincoln	34	101	33.66%	E
Lyon	235	665	35.34%	E
Mineral	n	30	13.33%	D
Nye	256	574	44.60%	E
Carson	205	642	31.93%	D
Pershing	35	112	31.25%	D
Washoe	947	3,105	30.50%	D
White Pine	77	201	38.31%	E

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 E= Exceeds Target, M=Meets Target, D=Did not Meet Target
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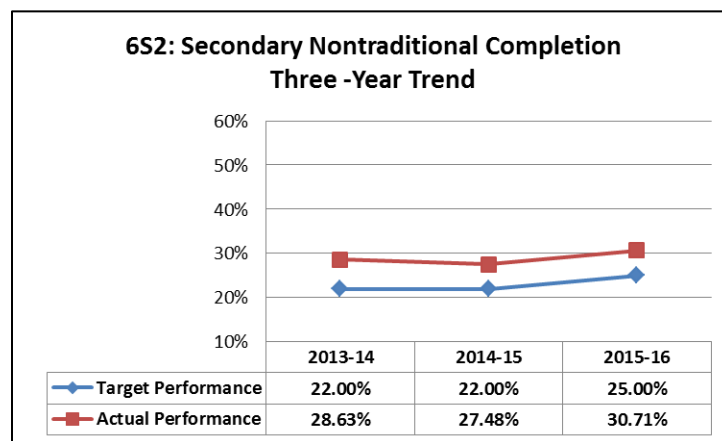
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6S2: Secondary Nontraditional Completion

The 6S2 performance indicator measures the number of CTE nontraditional concentrators (by gender) who completed a CTE program leading to employment in nontraditional fields. For the past three years CTE secondary students have exceeded the nontraditional completion rate target standard.

Results for State Level CTE High School Nontraditional Completion 2015-16

Number of Concentrators from Underrepresented Genders Completing Nontraditional Programs	Number of Concentrators who Completed Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
1,087	3,540	25.00%	30.71%	Exceeds Target



Results for District Level CTE Nontraditional Completion 2015-16

District ^{*1}	Numerator	Denominator	Actual Performance	State Target (25.00%)
Churchill	22	46	47.83%	E
Clark	844	2,720	31.03%	E
Douglas	<i>n</i>	40	17.50%	D
Elko	67	160	41.88%	E
Eureka	<i>n</i>	<i>n</i>	33.33%	E
Humboldt	14	59	23.73%	D
Lander	<i>n</i>	<i>n</i>	0.00%	D
Lincoln	<i>n</i>	21	28.57%	E
Lyon	19	96	19.79%	D
Mineral	--	--	--	--
Nye	27	69	39.13%	E
Carson	21	88	23.86%	D
Pershing	<i>n</i>	<i>n</i>	100.00%	E
Washoe	49	186	26.34%	E
White Pine	<i>n</i>	41	17.07%	D

^{*1} Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

n= numbers <10 suppressed per FERPA reporting requirements

-- no data reported from Edfacts

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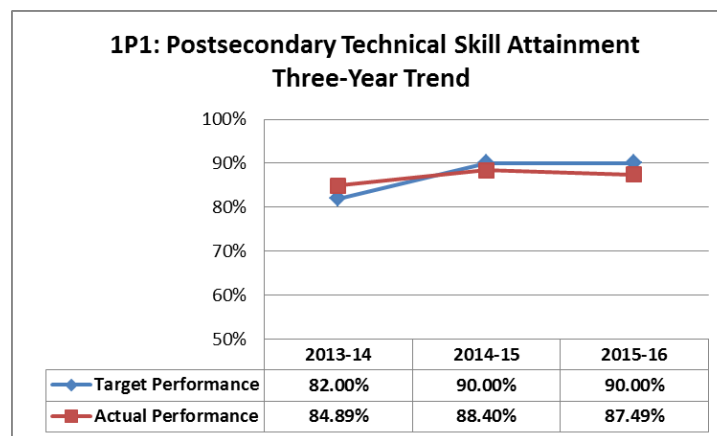
CTE College Performance Data

1P1: Postsecondary Technical Skill Attainment

The 1P1 performance indicator measures the number of CTE concentrators with a GPA of 2.0 or higher in their college CTE courses. For SY14 CTE college students exceeded the target standard for technical skill attainment. In SY15 and SY16 technical skill attainment dropped below the state target level, yet met the 90% of target required by Perkins for passing the standard.

Results for State Level CTE College Technical Skill Attainment 2015-16

Number of CTE Concentrators with GPA ≥ 2.0 in CTE courses	Number of CTE Concentrators	State Target Level of Performance	Actual Level of Performance	Met Target Level
9,837	11,243	90.00%	87.49%	Met 90% of Target



Results for College Level CTE Technical Skill Attainment 2015-16

College	Numerator	Denominator	Actual Performance	State Target (90.00%)
College of Southern Nevada	5,072	6,116	82.93%	D
Great Basin College	1,065	1,161	91.73%	E
Truckee Meadows Community College	2,536	2,691	94.24%	E
Western Nevada College	1,164	1,275	91.29%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

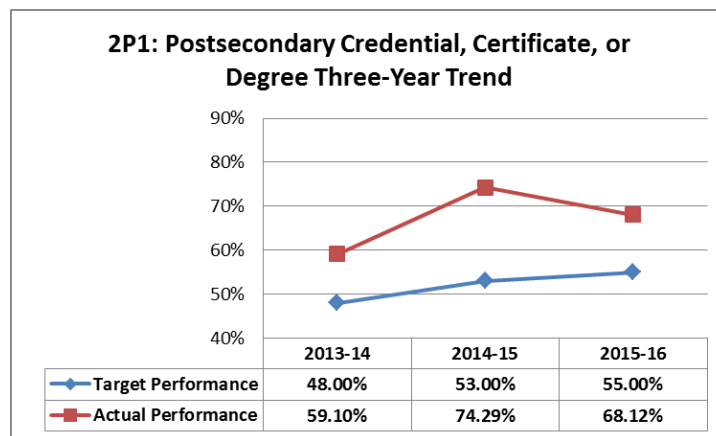
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2P1: Postsecondary Credential, Certificate, or Degree

The 2P1 performance indicator measures the number of CTE concentrators completing all program coursework who received a credential, certificate, or degree. For the past three years CTE postsecondary students have consistently exceeded the target standard for receiving a credential, certificate, or degree.

Results for State Level CTE College Credential, Certificate, or Degree 2015-16

Number of CTE Concentrators who Received a Credential, Certificate, or Degree	Number of CTE Concentrators who Completed Coursework Leading to a Credential, Certificate, or Degree	State Target Level of Performance	Actual Level of Performance	Met Target Level
3,396*	4,985	55.00%	68.12%	Exceeds Target
*Credential (1,123), Certificate (666), Degree (2,132)				



Results for College Level CTE Credential, Certificate, or Degree 2015-16

College	Numerator	Denominator	Actual Performance	State Target (55.00%)
College of Southern Nevada	1,499	2,404	62.35%	E
Great Basin College	524	764	68.59%	E
Truckee Meadows Community College	817	994	82.19%	E
Western Nevada College	556	823	67.56%	E
E= Exceeds Target, M=Meets Target, D=Did not Meet Target				

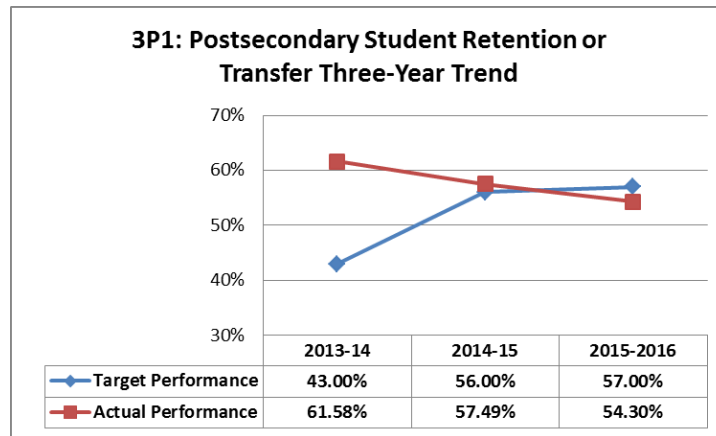
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3P1: Postsecondary Student Retention or Transfer

The 3P1 performance indicator measures the number of CTE concentrators who remained enrolled at their current college or transferred to another postsecondary institution with the intent to complete their degree program of study. For SY14 and SY15 CTE college students exceeded the target standard for student retention or transfer. In SY16 student retention or transfer dropped below the state target level, yet met the 90% of target required by Perkins for passing the standard.

Results for State Level CTE College Student Retention or Transfer 2015-16

Number of CTE Concentrators Remaining Enrolled or Transferred	Number of CTE Concentrators Enrolled who Have not yet Earned a Credential, Certificate, or Degree	State Target Level of Performance	Actual Level of Performance	Met Target Level
7,562	13,927	57.00%	54.30%	Met 90% of Target



Results for College Level CTE Student Retention or Transfer 2015-16

College	Numerator	Denominator	Actual Performance	State Target (57.00%)
College of Southern Nevada	6,169	11,877	51.94%	D
Great Basin College	322	456	70.61%	E
Truckee Meadows Community College	737	1,092	67.49%	E
Western Nevada College	334	502	66.53%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

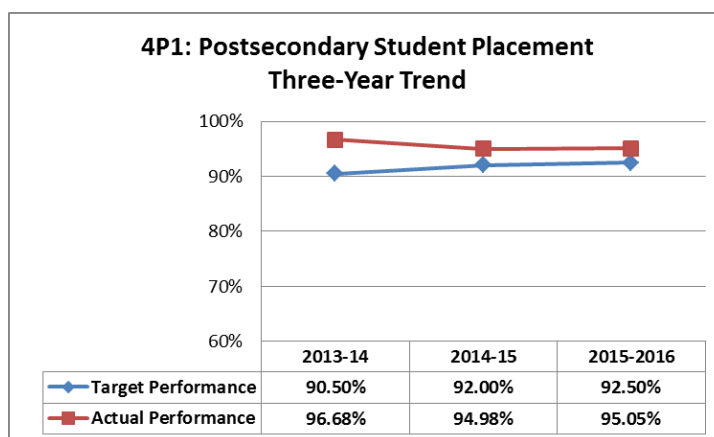
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4P1: Postsecondary Student Placement

The 4P1 performance indicator measures the number of CTE concentrators receiving a certificate or degree and were placed in employment or military service six months after graduating. For the past three years CTE postsecondary students have consistently exceeded the target standard for student placement. Postsecondary placement is determined from student surveys completed at each college in conjunction with student employment data matches through the Nevada Department of Employment, Training and Rehabilitation (employment in Nevada) and the Federal Employment Data Exchange (federal employment or military service).

Results for State Level CTE College Student Placement 2015-16

Number of CTE Certificate or Degree Earners Retained in Employment or Military Service	Number of CTE Certificate or Degree Earners from the Reporting Year	State Target Level of Performance	Actual Level of Performance	Met Target Level
1,766*	1,858	92.50%	95.05%	Exceeds Target
*Apprenticeship (6), Employment (1,759), Military (2) (Totals can be inclusive of more than one category)				



Results for College Level CTE Student Placement 2015-16

College	Numerator	Denominator	Actual Performance	State Target (92.50%)
College of Southern Nevada	1,111	1,179	94.23%	E
Great Basin College	154	157	98.09%	E
Truckee Meadows Community College	347	360	96.39%	E
Western Nevada College	154	162	95.06%	E
E= Exceeds Target, M=Meets Target, D=Did not Meet Target				

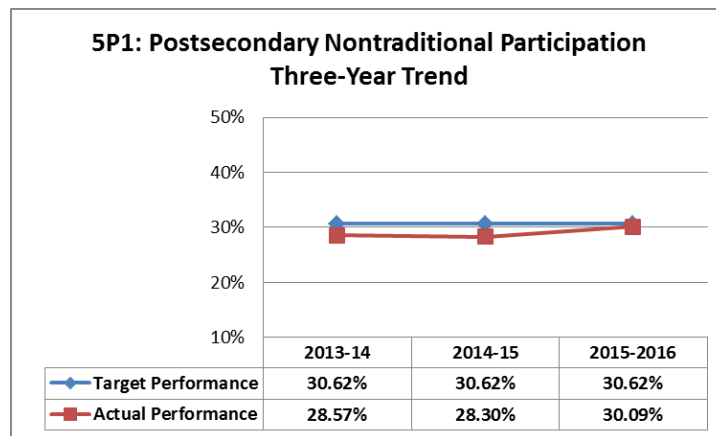
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5P1: Postsecondary Nontraditional Participation

The 5P1 performance indicator measures the number of CTE participants from underrepresented gender groups who enrolled in courses/programs leading to nontraditional employment. Nontraditional employment consists of occupations whose labor force represents less than 25 percent of one gender. Although CTE postsecondary students have not met the state target level of performance for nontraditional participation over the past three years, colleges did meet at least 90% of the standard required by Perkins.

Results for State Level CTE College Nontraditional Participation 2015-16

Number of Participants from Underrepresented Genders Enrolled in Programs Leading to Employment in Nontraditional Fields	Number of Total Participants Enrolled in Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
5,277	17,539	30.62%	30.09%	Met 90% of Target



Results for College Level CTE Nontraditional Participation 2015-16

College	Numerator	Denominator	Actual Performance	State Target (30.62%)
College of Southern Nevada	2,956	9,546	30.97%	E
Great Basin College	154	805	19.13%	D
Truckee Meadows Community College	2,033	6,472	31.41%	E
Western Nevada College	134	716	18.72%	D

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

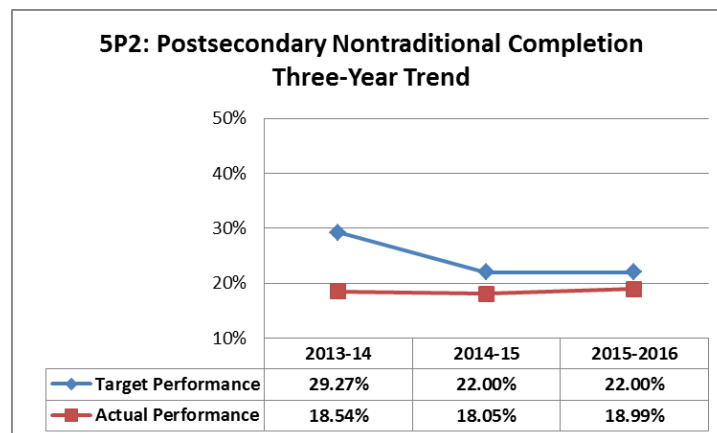
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5P2: Postsecondary Nontraditional Completion

The 5P2 performance indicator measures the number of CTE concentrators from underrepresented gender groups who completed programs leading to nontraditional employment. For the past three years CTE postsecondary students have not met the state target level for nontraditional completion. The failure to meet at least 90% of the state target requires each college to submit a program improvement plan to increase performance within this standard. The Nevada Department of Education actively works with colleges to develop a program for improvement for nontraditional completion that is inclusive of targeted professional development and data analysis strategies to identify root causes of underperformance within this standard. The State has currently contracted with the National Alliance for Partnerships in Equity (NAPE) on a yearlong professional development process to improve postsecondary nontraditional participation and completion using data analysis to identify gaps in disaggregated student performance to develop strategies for targeted program improvement.

Results for State Level CTE College Nontraditional Completion 2015-16

Number of Concentrators from Underrepresented Genders who Completed Programs Leading to Employment in Nontraditional Fields	Number of Total Concentrators who Completed Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
400	2,106	22.00%	18.99%	Target Not Met



Results for College Level CTE Nontraditional Completion 2015-16

College	Numerator	Denominator	Actual Performance	State Target (22.00%)
College of Southern Nevada	222	940	23.62%	E
Great Basin College	41	398	10.30%	D
Truckee Meadows Community College	91	403	22.58%	E
Western Nevada College	46	365	12.60%	D

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

Perkins Act Consolidated Annual Report Summary 2015-16

Financial Status Report

The Financial Status Report (FSR) for the Consolidated Annual Report submitted for program year 2015-16 covers Award Number V048A150028 in the amount of \$9,650,599.

The State Grant was divided *into* three main budget categories:

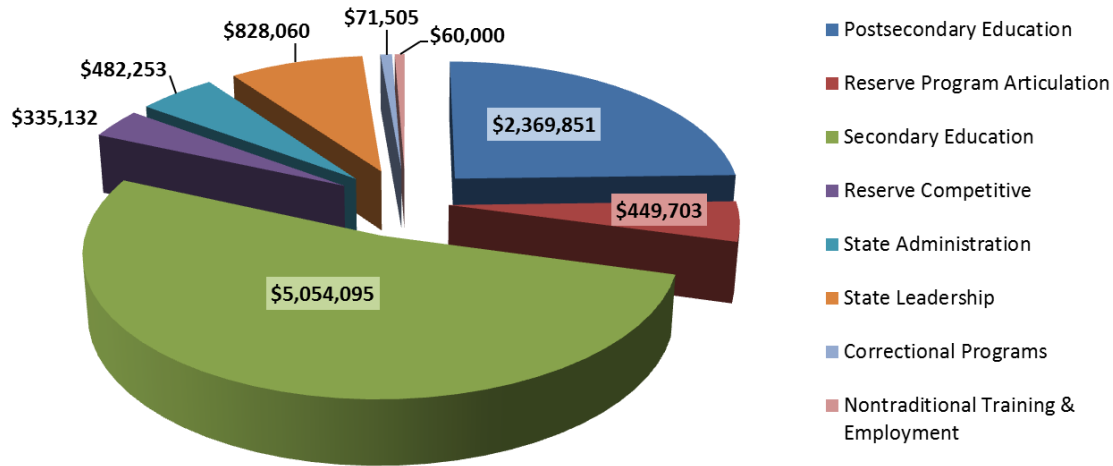
State Administration:	\$ 482,253
State Leadership:	\$ 959,789
Local Formula Funds:	<u>\$8,208,557</u>
Total Grant Amount	\$9,650,599

The aid portion of the grant was allocated according to the amounts/percentages shown below:

Formula Funds	Secondary education received 68% of the aid allocation. Postsecondary education received 32% of the aid allocation.
Reserve Funds	9.5% of the formula funds were allocated for the Reserve Funds. Postsecondary education received up to \$500,000 for the CTE College Credit programs and the remainder is awarded as competitive grants to secondary and postsecondary agencies.
Leadership Funds	Leadership funds were divided into three parts: Corrections - received 0.75% of the available funds. Nontraditional Employment & Training Grant - received \$60,000. The remainder of the Leadership funds was expended for technical assistance and statewide leadership activities.

Perkins Act Consolidated Annual Report Summary 2015-16

Perkins Grant Expenditures by Category



Local Formula Funds			
Secondary Education		Postsecondary Education	
Carson City School District	90,766	College of Southern Nevada	1,438,348
Churchill County School District	45,163	Great Basin College	162,884
Clark County School District	3,730,457	Truckee Meadows Comm. College	503,926
Douglas County School District	58,118	Western Nevada College	264,694
Elko County School District	78,822	Total	\$2,369,851
Humboldt County School District	29,432		
Lander County School District	8,636		
Lincoln County School District	8,611		
Lyon County School District	88,767		
Mineral County School District	7,172		
Nye County School District	77,271		
Pershing County School District	10,595		
Washoe County School District	806,596		
White Pine County School District	13,690		
Total	\$5,054,095		

Perkins Act Consolidated Annual Report Summary 2015-16

Reserve Funds			
Reserve Competitive		Reserve Program Articulation	
Carson City School District	19,657	College of Southern Nevada	157,407
Clark County School District	39,162	Great Basin College	84,743
Douglas County School District	79,996	Truckee Meadows Comm. College	122,255
Elko County School District	27,401	Western Nevada College	85,298
Washoe County School District	61,095		
Great Basin College	56,893		
Western Nevada College	50,928		
Total	\$335,132	Total	\$449,703

State Leadership Funds			
Correctional Programs		Nontraditional Training & Employment	
C.O. Bastian (Lincoln County)	36,200	College of Southern Nevada	5,483
Nevada Youth Training Center	35,305	Clark County School District	24,517
Total	\$71,505	Statewide Activities	30,000
		Total	\$60,000

State Administration and Leadership Funds			
State Administration	\$482,253	State Leadership	\$828,060

Grand Total Expended: \$9,650,599